

**Brooklyn College of the City University of New York  
School of Education  
School Psychologist Graduate Program  
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## **School Psychologist Graduate Program Applicant Handbook**

**M.S. in Education: School Psychologist**

**Advanced Certificate: School Psychologist**

**Advanced Certificate: Bilingual School Psychologist**

Find more detailed information in the Program Handbook on the School of Education website at the following address:

<http://depthome.brooklyn.cuny.edu/schooled/ed-psych.htm>

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FACTS AND FAQs

<b>What is the philosophy of the School Psychologist Graduate Program?.....</b>	<b>3</b>
<b>School Psychologist Graduate Program Mission Statement .....</b>	<b>4</b>
<b>Program Goals.....</b>	<b>4</b>
<b>How do I apply? .....</b>	<b>5</b>
<b>Are GRE's required? .....</b>	<b>5</b>
<b>Is there a deadline for filing application? .....</b>	<b>5</b>
<b>After I submit the two applications, what will happen?.....</b>	<b>6</b>
<b>What are the requirements? .....</b>	<b>6</b>
<b>The process at a glance .....</b>	<b>8</b>
<b>Should I apply to the Bilingual Program? .....</b>	<b>8</b>
<b>Can I get transfer credit? .....</b>	<b>9</b>
<b>If I am accepted what do I need to consider?.....</b>	<b>9</b>
<b>Typical Programs.....</b>	<b>11</b>

## **What is the philosophy of the School Psychologist Graduate Program?**

The School Psychologist Graduate Program consists of a rigorous 60-credit curriculum in theory, research, and evidence-based practice. Extensive field experiences complement course work. With a strong background in measurement, psychological theory, and data-based decision-making, as well as knowledge of effective instructional techniques and psychological interventions, candidates in collaboration with families and school staff are prepared to provide a range of services that positively influence the educational achievement, development, and mental health of all children and youth.

The School Psychologist Graduate Program, offered through the Brooklyn College School of Education, is registered with the New York State Department of Education. The School of Education has earned full NCATE accreditation. The Middle States Association of Colleges and Schools and the Association of American Universities accredit the College. The School Psychologist Graduate Program also adheres to the training standards established by National Association of School Psychologist (NASP) and is fully NASP approved.

The Program adopts the conceptual framework of the School of Education, and stresses the four central themes of collaboration, critical self-reflection and reflective practice, social justice, and diversity in coursework and field experiences.

### **Collaboration**

The School of Education is committed to education as a collaborative process that requires sustained dialogue between relevant parties at all levels of our future practitioners' academic and professional lives. Our graduates should not only have a desire for collaboration, but should also strive to develop collaborative learning communities within their schools that are socially just, and intellectually and aesthetically rich.

### **Critical Self-Reflection and Reflective Practice**

The School of Education is committed to fostering critical self-reflection and reflective practice. We believe a professional must reflect upon his or her own practice, rethinking it in terms of its intentions and its outcomes.

### **Social Justice**

The School of Education is committed to education centered on social justice, preparing future professionals to assume active roles in shaping the social, cultural, and political future of their communities and beyond, crossing physical, cultural, and economic borders as they develop shared meanings and purposes.

### **Diversity**

The School of Education is committed to addressing issues of race, ethnicity, class, cultural and linguistic diversity, religion, gender, sexuality, and special needs, as well as to accommodating learner differences and styles.

## **School Psychologist Graduate Program Mission Statement**

The Brooklyn College School Psychologist Graduate Program strives to meet our urban community's need for highly competent, self-reflective, and compassionate school psychologists. The program is committed to improving the educational experiences, and addressing the mental health needs, of all children in our richly diverse schools.

## **Program Goals**

The School Psychologist Graduate Program's training goals are consistent with practice and ethical guidelines of the National Association of School Psychologists and the American Psychological Association. Through a program of training and extensive field experiences the following competencies are developed:

1. Proficiency in psycho-educational assessment related to school difficulties and learning disorders with the ability to translate these results into appropriate models of service delivery.
2. Proficiency in psychological assessment related to behavior, personality and mental disorders with the ability to translate these results into appropriate models of service delivery.
3. Proficiency in implementation of prevention strategies, and direct and indirect intervention approaches to serve all candidates' needs, particularly those with disabilities and the ability to evaluate the results of service outcomes.
4. Ability to engage in collaborative practice and implement a range of contextually appropriate consultative services.
5. Familiarity with the organization of schools, including general and special education, and developmentally appropriate curriculum approaches for children with diverse educational needs.
6. An understanding of research methodologies and the ability to implement applied research in complex urban school environments.
7. A capacity for critical self-reflection to gain insight on self and others for the purpose of evaluating and improving service delivery, and nurture a strong commitment to ethical guidelines of professional practice.
8. An understanding of the full range of diversity in the human condition, including, racial, cultural, ethnic, linguistic, socioeconomic, gender, sexual orientation, individual differences/disabilities, and a willingness and capability to work with all populations.
9. A commitment to promote school policies and ethical practices that advance social justice and expand opportunities for all children.
10. A capacity to use technology to develop and enhance school psychology practice.

## How do I apply?

It is necessary to submit **two separate applications** for admission to the M.S. in Ed in School Psychology. One application is for the School Psychologist Graduate Program; the other application is for Graduate Admissions.

1. The Program application must be submitted by mail, fax, or in person to our program office (1205 James Hall). The School Psychologist Graduate Program application should be obtained online at:  
<http://depthome.brooklyn.cuny.edu/schooled/PsychProgApp-08-07.pdf>

Mail or fax to:

School of Education

School Psychologist Graduate Program

2900 Bedford Ave., 1205 James Hall, Brooklyn, New York 11210

Fax: (718) 951-4232

2. File a separate college application for Graduate Admissions at:  
<https://websql.brooklyn.cuny.edu/admissions/graduate/>.

The Office of Admissions will keep you informed of the status of your application through postings through the online system.

Should you have application questions, you may visit the Admissions Information Center or call (718) 951-5001.

## Are GRE's required?

GRE scores are not required; however, candidates may submit scores for consideration as part of the application process.

## Is there a deadline for filing application?

Yes, the deadline for submission of both completed applications and supporting materials is **March 1. This deadline is firm and applications received after this date cannot be considered.**

## After I submit the two applications, what will happen?

The admission process has two levels. The first level of screening involves examination of the paper application which includes: The School Psychologist Graduate Program application, official transcripts, two letters of recommendation, a personal statement, and a resume. The second level of screening applies only to candidates who have submitted a complete and acceptable written application. Applicants who meet minimum requirements are invited for an interview and will be asked to write an essay at the interview.

In addition to the information required on the Program Application, applicants must indicate their preference for full-or part-time study. Once this decision is made, it cannot be changed by the applicant. However, there are occasions when the admissions committee cannot offer a successful applicant their preference for full- or part-time study.

## What are the requirements?

Applicants for admission will be required to meet the general admission requirements of the Division of Graduate Studies and the specific matriculation requirements under the School of Education for the Master of Science Degree in Education and the Advanced Certificate. The Program's prerequisite requirements are:

1. Applicants must have completed a program of undergraduate work including:

<u>Psychology Prerequisites</u>	<u>Brooklyn College Equivalents</u>
Experimental Psychology or Research Methods in Psychology	Psy. 57
Statistics in Psychology (all students must complete before entering program)	Psy. 40.1
Educational Psychology or Developmental Psychology	Ed. 34 or Psy. 20
Education Course in Reading Instruction or Literacy (full-time students must complete before entering program)	Ed. 40 or Ed 794

**College regulations require both full and part-time candidates to complete outstanding prerequisites within one year after beginning the program. However, all candidates must complete *Statistics* before entering the program and all full-time candidates must complete the *education course in Reading Instruction or Literacy* before beginning their first semester. Candidates with outstanding prerequisites after their first year of study cannot register for the second year.**

When taking prerequisite courses at another college, do so as a non-degree candidate. Upon completion of the course(s), bring a transcript or grade report as proof of completion to the School Psychology office. Do not ask the college to transfer the grade to us.

2. The Brooklyn College Graduate Division requires candidates for matriculation to hold a baccalaureate degree from an accredited institution and have completed an approved undergraduate program of study with an overall undergraduate grade point average of at least 3.0. Evidence: official transcript.
3. Applicants must present evidence of their commitment and potential for developing effective relationships with children, youth, and adults from diverse backgrounds and abilities. Evidence: personal statement, letters of recommendation, resume, writing sample, interview.
4. Applicants for the bilingual specialization must, in addition to the above, present fluency in the second language and pass New York State tests.

## The process at a glance

<u>What is assessed?</u>	<u>Assessment Tools</u>
1. Undergraduate GPA Graduate Work and GPA (if applicable)	1. Transcripts Transcript/Syllabi
2. Prerequisite courses	2. Transcripts
3. Experience	3. Resume/Personal Statement
4. Motivation	4. Personal Statement/On-site writing sample/Interview
5. Professional Competencies	5. Interview/Personal Statement
6. Writing skill	6. Personal Statement/On-site writing sample

## Should I apply to the Bilingual Program?

1. Candidates with bilingual proficiency can complete a School Psychologist Bilingual/Multicultural Specialization, leading to a certificate with a bilingual extension. The School Psychologist Bilingual/Multicultural Specialization requires 63 credits, the 60-credit school psychologist sequence and an additional courses (3 credits) emphasizing bilingual and multicultural issues. Candidates are also required to do their internship in bilingual/multicultural sites and be supervised by bilingual supervisors. Candidates in the Bilingual/ Multicultural Specialization will need to demonstrate proficiency in both English and a second language by passing New York State tests.
2. The following additional requirements apply to candidates completing the Bilingual Specialization. Bilingual candidates are expected to work in both English and their target language. Candidates are required to spend 1,200 hours in a school or agency performing work related to school psychology. **At least 600 of these hours must be completed in an approved bilingual/multicultural setting. At least 600 hours must be completed in a school setting.** This is a minimum requirement, and candidates are encouraged to log as many additional internship hours as may be feasible. Field-based supervisors of bilingual interns must be fluent in the same target language as the intern, employed by the agency in which they supervise the intern, and possess a bilingual extension and permanent state certification as a school psychologist.
3. Bilingual candidates must pass the New York State Bilingual Education Assessment (BEA) administered by the New York State Education Department. The BEA is required of candidates seeking a bilingual extension to a certificate.

4. The New York State Education Department (NYSED) requires that individuals who are not U.S. citizens file a Declaration of Intent with Immigration and Naturalization Services in order to be eligible for provisional certification. However, U.S. citizenship is typically required for permanent certification. It is the candidate's responsibility to contact the NYSED for current requirements for certification regarding U.S. citizenship.

### **Can I get transfer credit?**

Candidates may receive transfer credit for up to 12 credits in graduate courses completed at other accredited graduate institutions **if approved by the department** and taken within five years with a grade of B or higher. The course(s) may not have been applied toward a degree earned previously and must be equivalent to the course offered by the School Psychologist Graduate Program and evaluated by the professor who typically teaches the course. To obtain transfer credit, submit syllabus, catalog description, and transcript to the School Psychology office.

Candidates applying for transfer credit must review the request with the program head.

### **If I am accepted what do I need to consider?**

1. Program classes are scheduled Monday through Thursday, any time from 2:30-10:00 P.M. in order to accommodate candidates who work during the morning and early afternoon hours. Although schedules rarely require a candidate to be on campus four days a week, candidates need to devote significant time to class assignments. Please consider this in planning work schedules and other commitments.
2. Practicum in School Psychology I and II (Ed. 704.1 and 704.2) are both required two-credit courses in which candidates spend at least 100 hours per semester in the field and attend a weekly seminar at the college. Candidates assigned to schools and agencies for fieldwork have an opportunity to work in these settings under the supervision of permanently certified school psychologists. Practicum is a beginning pre-professional, performance-based experience in which candidates are expected to provide only those services for which they have received specific training. In addition to a minimum of one hour of supervision provided by the appropriately credentialed fieldwork supervisor, the Program will provide weekly supervision in the form of a group seminar. All placements must meet *Criteria for Field Placements* and be approved by the program.
3. The internship in school psychology is the culminating experience that requires candidates to apply and integrate, under conditions of appropriate supervision, the full range of school psychology knowledge and competencies acquired in their extensive course work in prevention, assessment, intervention, and research. The New York State Education Department requires the school psychology internship for certification as a school psychologist, and the National Association of School Psychologists requires the school psychology internship for National Certification

in School Psychology (NCSP). Candidates assigned to schools and agencies for internships in school psychology have an opportunity to work in appropriate settings under the supervision of permanently certified school psychologists. The internship experience occurs on a full-time basis over a period of one academic year, or over a period of two consecutive academic years on a half-time basis. Candidates are required to complete at least **1,200 hours** over the course of their internship in the schools. At least, 600 hours must be completed in an approved school setting in which the primary goal is the education of preschool through 12<sup>th</sup> grade students of diverse backgrounds, characteristics, abilities, disabilities, and needs. Although we encourage candidates to complete their entire internship in a school setting, the remaining 600 hours can be completed in an agency performing work relevant to school psychology. Twelve hundred hours is a minimum requirement, and candidates are encouraged to log as many additional internship hours as may be feasible. Candidates should be aware that 1,200 hours over 10 months is the equivalent of a full-time job. The time demands of internship make it impossible for candidates to maintain full-time employment in another field. All placements must meet *Criteria for Internship Placements* and be approved by the program.

4. Admission to the three-year program precludes full-time employment.

## Typical Programs

<b>Typical Program for Degree and Certificate: Three Year</b>			
<b>This schedule precludes full-time employment.</b>			
Fall 1			
	Ed. 726.6X	Cognitive and Academic Assessment I	4 cr.
	Ed. 721.1X	Theories of Human Development	3 cr.
	Ed.726.10	Behavioral Assessment and Intervention	3 cr.
	Ed. 715T	Problems & Practices in School Psychology	<u>3 cr.</u>
			13 cr.
Spring 1			
	Ed. 721X	Cognitive and Academic Assessment II	3 cr.
	Ed. 726.5X	Developmental Psychopathology	3 cr.
	Ed. 773X	Instructional Interventions	3 cr.
	Ed. 721.5	Neuropsychology of Learning	<u>3 cr.</u>
			12 cr.
Fall 2			
	Ed. 726.7X	Social and Behavioral Assessment	4 cr.
	Ed. 704.1T	Practicum in School Psychology I	2 cr.
	Ed. 715.1T	Multicultural Counseling and Consultation in the Schools	3 cr.
	Ed. 733X	Prevention, Crisis Intervention, and Counseling	<u>3 cr.</u>
			12 cr.
Spring 2			
	Ed. 704.2T	Practicum in School Psychology II	2 cr.
	Ed. 726.8X	Linking Assessment to Intervention	3 cr.
	Ed. 721.3X	Consultation in the Schools	3 cr.
	Ed. 733.2X	Counseling Children and Families	<u>3 cr.</u>
			11 cr.
Fall 3			
	Ed. 723.1X	Internship in School Psychology I	3 cr.
	Ed. 703T	Research Seminar in School Psychology	<u>3 cr.</u>
			6 cr.
Spring 3			
	Ed. 723.2X	Internship in School Psychology II	3 cr.
	Ed. 703.2	Research in School Psychology II	<u>3 cr.</u>
			6 cr.
Ed. 726.9 X Psychological Assessment of Diverse Students is required for the Bilingual Extension.			

<b>Typical Program for Degree and Certificate: Four Year</b>			
Fall 1			
	Ed. 726.6X	Cognitive and Academic Assessment I	4 cr.
	Ed. 721.1X	Theories of Human Development	<u>3 cr.</u>
			7 cr.
Spring 1			
	Ed. 721X	Cognitive and Academic Assessment II	3 cr.
	Ed. 726.5X	Developmental Psychopathology	<u>3 cr.</u>
			6 cr.

Fall 2			
	Ed. 726.7X	Social and Behavioral Assessment	4 cr.
	Ed. 726.10	Behavioral Assessment and Intervention	3 cr.
	Ed. 715T	Problems & Practices in School Psychology	<u>3 cr.</u>
			10 cr.
Spring 2			
	Ed. 721.5	Neuropsychology of Learning	3 cr.
	Ed. 726.8X	Linking Assessment to Intervention	3 cr.
	Ed. 773X	Instructional Interventions	<u>3 cr.</u>
			9 cr.
Fall 3			
	Ed. 715.1T	Multicultural Counseling and Consultation in the Schools	3 cr.
	Ed. 733X	Prevention, Crisis Intervention, and Counseling	3 cr.
	Ed. 704.1T	Practicum in School Psychology I	<u>2 cr.</u>
			8 cr.
Spring 3			
	Ed. 733.2X	Counseling Children and Families	3 cr.
	Ed. 704.2T	Practicum in School Psychology II	2 cr.
	Ed. 721.3X	Consultation in the Schools	<u>3 cr.</u>
			8 cr.
Fall 4			
	Ed. 723.1X	Internship in School Psychology I	3 cr.
	Ed. 703T	Research Seminar in School Psychology	<u>3 cr.</u>
			6 cr.
Spring 4			
	Ed. 723.2X	Internship in School Psychology II	3 cr.
	Ed. 703.2	Research in School Psychology II	<u>3 cr.</u>
			6 cr.
Ed. 726.9 X Psychological Assessment of Diverse Students is required for the Bilingual Extension.			